

# Standards for the Preparation of Teachers of

## Speech (BD)



Approved by the State Board of Education (2000)

## **1.0 Standards for the Structure of the Speech Teacher Education Program**

1.1 The teacher education program in speech will embody a philosophy consistent with the Michigan Curriculum Framework, including its Content Standards and Benchmarks, Teaching and Learning Standards, Assessment Standards, and Professional Development standards.

1.2 The teacher education program in speech will contain a clearly defined curriculum that covers a wide breadth of the speech disciplines, including content knowledge, pedagogy, and attitudes.

1.3 The teacher education program in speech will provide a liberal arts perspective in the speech major and encourage interdisciplinary study or a secondary teaching field.

1.4 The teacher education program in speech will include a variety of field experiences designed to promote knowledge of theory and practice in speech. The preservice teacher will have varied opportunities to apply content knowledge and learning theory in supervised laboratory and clinical experiences.

1.4.1 Prospective teachers of speech will complete a variety of pre-student teaching clinical experiences, including observing in speech classrooms with certified, experienced teachers.

1.4.2 Prospective teachers of speech will work with appropriate grade-level students in one-on-one coaching or in performance evaluation.

1.4.3 Prior to student teaching, prospective teachers of speech will successfully complete micro-teaching experiences and additional field experiences in environments where effective practices are modeled and supported, including experiences with diverse populations.

1.4.4 During their student teaching experience, prospective teachers of speech will be placed with certified cooperating teachers trained in speech

1.4.5 Prospective teachers of speech will submit a preservice portfolio that documents the student teaching experience and other preservice activities that demonstrate reflective practices and teaching/learning processes.

1.5 The teacher education program in speech will provide opportunities to develop administrative and participative competencies in co-curricular programs, such as forensics, debate, and theatre.

1.6 The teacher education program in speech will ensure that sufficient coursework and appropriate faculty are available to enable the student to matriculate efficiently through the program.

1.6.1 Courses are offered on a systematic and regular basis.

1.6.2 Faculty model appropriate pedagogy and activities for instruction in speech.

1.6.3 Pedagogy courses are taught by faculty with training and experience in speech.

1.6.4 Preservice experiences are supervised by faculty, or staff, with training in the appropriate subject matter.

## **2.0 Standards for Professionalism**

2.1 Teachers of speech demonstrate professional practices when they respect the worth, contributions, abilities, and language of all learners to encourage each individual to maximize his or her role as a receiver or listener in the oral communication process.

2.2 Teachers of speech demonstrate professional practices when they help students understand their own and others' cultures, abilities, and language to increase an awareness of the effect audiences have on the presentation and reception of oral messages.

2.3 Teachers of speech demonstrate professional practices when they develop students' effective use of oral, written, and visual literacy in their daily lives.

2.4 Teachers of speech demonstrate professional practices when they develop students' effective use of critical thinking, implementing classroom activities that use speech to facilitate various tenets of critical thinking (e.g., exercises in developing and responding to questions; practice in the oral statement of positions; evaluation of play productions or presentations).

2.5 Teachers of speech demonstrate professional practices when they promote students' appreciation of an engagement in the arts and humanities.

2.6 Teachers of speech demonstrate professional practices when they engage regularly in professional growth as a speech professional, through participation in conferences, professional development opportunities, the reading of professional journals, and/or the writing of articles for publication, and reflective practice with an emphasis on inquiry-based teaching that will improve instruction and other services to students.

2.7 Teachers of speech demonstrate professional practices when they work with colleagues, parents, community members, and professional organizations to develop an appreciation and understanding of speaking, listening, and the performance arts.

2.8 Teachers of speech demonstrate professional practices when they promote collegiality with other literacy professionals through regular conversations and consultations about student learners, literacy theory, assessment, and instructional practices.

2.9 Teachers of speech demonstrate professional practices when they join and participate in professional organizations, such as the Michigan Association of Speech Communication, the Central States Communication Association, the National Communication Association, the Michigan Speech Coaches Incorporated, the Midwest Theatre Association, and the Association for Theatre in Higher Education.

2.10 Teachers of speech demonstrate professional practices when they participate in regular preservice and professional development opportunities that reflect national and state standards in English Language Arts and the Teaching and Learning Standards of the Michigan Curriculum Framework.

2.11 Teachers of speech demonstrate professional practices when they assist with and/or

direct associated or community activities that promote speaking, listening, and/or oral performance.

### **3.0 Standards for Knowledge of Content and Curriculum**

#### **3.1 Meaning and Communication**

3.1.1 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the appropriate use of authentic experiences in communication in a variety of rhetorical situations; demonstrate or model appropriate communication behaviors.

3.1.2 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the integrated nature of the English language arts (listening, speaking, reading, writing, viewing, and representing).

3.1.3 Teachers of speech will have knowledge of and be able to demonstrate knowledge of oral communication models (paradigms) and an awareness of the interdependence of their various components.

3.1.4 Teachers of speech will have knowledge of and be able to understand how the structure and conventions of language (e.g., patterns, and dialects) affect the oral communication process.

3.1.5 Teachers of speech will have knowledge of and be able to understand the social, cultural, and dynamic nature of verbal and nonverbal language and how language choices affect people.

3.1.6 Teachers of speech will have knowledge of and be able to analyze oral, written, and visual texts to determine their style, voice, and language choices, and evaluate their appropriateness to context, purpose, and audience.

#### **3.2 Literature and Understanding**

3.2.1 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the distinct characteristics of the forms of oral, written, and visual literature (e.g., film, reader's theatre, personal narrative).

3.2.2 Teachers of speech will have knowledge of and be able to show knowledge of and experience with key concepts and themes in a wide variety of quality contemporary and classic illustrations of oral literature, appropriate for different developmental levels and contexts.

3.2.3 Teachers of speech will have knowledge of and be able to use oral, visual, and written texts to explore and address important issues and problems in communities beyond the classroom.

#### **3.3 Genre and Craft**

3.3.1 Teachers of speech will have knowledge of and be able to demonstrate an understanding of and use appropriately the verbal and nonverbal features of the English language in a variety of contexts.

3.3.2 Teachers of speech will have knowledge of and be able to demonstrate an understanding of how conventions of usage are adapted to different communicative situations (e.g., organizational patterns, and transitional devices).

3.3.3 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the characteristics of various communication purposes (e.g., to inform, to persuade, to entertain).

3.3.4 Teachers of speech will have knowledge of and be able to demonstrate an understanding of how expressive choices (e.g., theatre performance, public address) influence a reader's, listener's, or viewer's feedback.

### **3.4 Skills and Processes**

3.4.1 Teachers of speech will have knowledge of and be able to demonstrate an understanding of multiple strategies for constructing and conveying meaning through a variety of print and nonprint texts.

3.4.2 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the processes of and the strategies for effective listening at different developmental levels.

3.4.3 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the skills and processes necessary to communicate effectively in oral and written forms for a variety of audience and purposes.

3.4.4 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the appropriate methods for revising and editing print and non print texts (e.g., speeches, theatre characterization, debate case revision).

3.4.5 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the inquiry process and the resources appropriate for investigating particular questions and/or topics.

3.4.6 Teachers of speech will have knowledge of and be able to demonstrate an understanding of critical standards and methods to make judgments about the craft, aesthetics, and significance of texts.

3.4.7 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the fundamental importance of truthfulness, responsibility, and ethics when communicating in diverse contexts.

3.4.8 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the special skills required to engage in performance arts, such as oral interpretation and theatre production.

3.4.9 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the special skills required in the production of mass media, such as radio and television broadcasting, or film production.

3.4.10 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the principles and application of audience analysis when preparing print or nonprint texts.

3.4.11 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the principles and application of organization when preparing print or nonprint texts.

3.4.12 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the principles and application of delivery when generating print and nonprint texts.

3.4.13 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the principles and application of audio-visual materials when preparing print and nonprint texts.

3.4.14 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the principles and application of reasoning and tests of evidence when preparing or responding to print and nonprint texts.

3.4.15 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the principles and application of group process as a communication framework (e.g., problem-solving and conflict resolution).

3.4.16 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the principles and application of argumentation and debate.

3.4.17 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the administration and management of interscholastic speech activities.

3.4.18 Teachers of speech will have knowledge of and be able to demonstrate an understanding of the theory and application of listening principles in the classroom and real world settings.

#### **4.0 Standards for Pedagogy (Instruction and Assessment)**

##### **4.1 Instructional Design**

4.1.1 Teachers of speech will be able to create learning environments (e.g., classroom, and theatre rehearsal) that provide for oral communication opportunities in a variety of rhetorical situations (e.g., public speaking, interviews, and oral interpretation).

4.1.2 Teachers of speech will be able to create learning environments which promote an understanding of differences (e.g., historical, regional) in language use within professional and community environments, including issues which relate to ethnicity, social class, gender, and cultural, and/or regional background.

4.1.3 Teachers of speech will be able to engage students in interpreting and evaluating ideas presented through independent or interdependent oral, written, and visual forms

(e.g., live performance, technological resources), as well as analyzing the language, style, and voice in which these ideas are presented.

4.1.4 Teachers of speech will be able to create activities that will illustrate for students the verbal (e.g., connotation, denotation, literary devices) and nonverbal (e.g., paralanguage, proxemics, kinesics) features of language.

4.1.5 Teachers of speech will be able to craft activities to illustrate how literary expression and performance techniques enhance students' understanding and appreciation of various print and nonprint texts.

4.1.6 Teachers of speech will be able to design classroom instruction that emphasizes ethical behavior in multiple communication contexts.

4.1.7 Teachers of speech will be able to design and implement assignments that require students to understand and apply responsible research techniques (e.g., validity and verification of sources, contextual authenticity) using a variety of reliable resources.

4.1.8 Teachers of speech will be able to structure assignments that enable students to document and evaluate the development of their oral abilities using standards (e.g., rhetorical and aesthetic criteria) that require diverse examples of authentic print and nonprint texts for different audiences and purposes.

4.1.9 Teachers of speech will be able to enable students to set goals, reflect, and self-assess their communication at different developmental levels.

4.1.10 Teachers of speech will be able to develop and use evaluative tools to assess public performance. Such tools (e.g., rubrics, scoring guides, ballots, oral critiques) should help the student understand the standards and performance expectations prior to preparation and delivery of a public performance or to apply critical standards for evaluating communication.

## **4.2 Instructional Strategies**

4.2.1 Teachers of speech will be able to model, and demonstrate for students, strategies and techniques (e.g., audience analysis, organizational patterns, evidence and reasoning, delivery skills, audio-visual materials) to provide for effective communication experiences in diverse contexts.

4.2.2 Teachers of speech will be able to model, demonstrate, and provide activities that encourage students to recognize and apply principles of effective group communication (e.g., problem-solving groups, conflict resolution, and peer counseling).

4.2.3 Teachers of speech will be able to model and demonstrate strategies that encourage students to recognize and apply principles for effective listening (e.g., purposes for listening, habits of effective listeners, filters).

4.2.4 Teachers of speech will be able to model, demonstrate, and provide activities that encourage students to recognize and apply principles for effective argumentation and debate (e.g., tests of evidence and reasoning).

4.2.5 Teachers of speech will be able to structure simulations, improvisations, and participatory activities that encourage students to practice oral communication skills.

4.2.6 Teachers of speech will be able to model for students effective speaking listening, reading, writing, viewing, and visually representing practices through activities and classroom instruction.

4.2.7 Teachers of speech will be able to model consistently ethical principles in all communications with students both in and out of the classroom.

4.2.8 Teachers of speech will be able to model consistently the application of evaluative criteria when providing constructive feedback on student performances and other relevant communication events (e.g., public speeches, theatre performances, media broadcasts).

### **4.3 Assessment Strategies**

4.3.1 Teachers of speech will be able to enable students to evaluate through appropriate assessment systems (e.g., rubrics, scoring guides, ballots, oral critiques) personal and peer choices of communication elements (e.g., message, organization, channel) as appropriate to a particular audience, context, and purpose.

4.3.2 Teachers of speech will be able to evaluate student construction and editing of print and non-print texts using appropriate speech assessment instruments that represent rigorous standards and reflect the critical components of the Michigan Curriculum Framework (MCF) Content Standards and Benchmarks.

4.3.3 Teachers of speech will be able to design frequent assessments that take into account communication anxiety and monitor student progress over time using increasingly more sophisticated standards.

4.3.4 Teachers of speech will be able to assess students' ability to distinguish how similar content might be presented in oral, visual, and written forms of literature.

4.3.5 Teachers of speech will be able to assess students' depth of understanding of important ideas, issues, themes, and perspectives from a wide range of texts demonstrating historical and cultural diversity.

4.3.6 Teachers of speech will be able to assess communication in the context of appropriate ethical behavior.

4.3.7 Teachers of speech will be able to evaluate, as appropriate, student mastery of essential content through tests, quizzes, essays, and other objective assessments. Mastery of concepts can also be assessed through performance or project-based demonstrations (e.g., portfolio, real world project, prompt book, speech outline).

4.3.8 Teachers of speech will be able to use diverse assessments to determine students' mastery and application of effective listening behaviors.

4.3.9 Teachers of speech will be able to evaluate, as appropriate, student mastery of

essential content through tests, quizzes, essays, and other objective assessments. Mastery of concepts can also be assessed through performance or project-based demonstrations (e.g., portfolio, real world project, prompt book, speech outline).

## **5.0**

### **Standards for Organizing, Administering, and Implementing School Co-Curricular or Extracurricular Programs in Speech**

#### **5.1**

To enhance co-curricular and extracurricular experiences for students, the speech program director will have an appropriate understanding of the co-curricular and extracurricular application of speech experiences (e.g., debate, discussion, legislative simulations, oral interpretation or performance studies, mock trials, public speaking, theatre festivals, etc.), including:

5.1.2 an understanding of the theory and principles relating the speech and theatre activities of the school district; and

5.1.3 An understanding of the process that is associated with the administration of a co-curricular or extracurricular program.

#### **5.2**

Teachers of speech will facilitate learning by providing appropriate opportunities for growth and development, including but not limited to:

5.2.1 Professional development experiences for faculty and staff to enhance knowledge of contemporary theory and techniques in forensics, media, oral interpretation or performance studies, and theatre education;

5.2.2 Institute experience to immerse students in the application of the principles of forensic education, media studies, oral interpretation or performance studies workshops, and/or theatre performance or technical proficiency clinics; and

5.2.3 Seminars in adjudication for school representatives in various speech activities and events.

#### **5.3**

Teachers of speech will collect and disseminate information about performance results in co-curricular and extracurricular activities to appropriate news and information sources, including:

5.3.1 Providing participants will concurrent evaluations of performance with notations on areas of strength, areas that need modification or improvement, and recommendations for participants to respond to current academic challenges that are part of the co-curricular or extracurricular program;

5.3.2 Informing allied professionals and paraprofessionals to facilitate knowledge of the performance of students and to provide a framework for cooperative assessment;

5.3.3 Communicating with parents to promote an understanding of the activities and performance of their child in speech events; and

5.3.4 Implementing a regular notification policy to administrators, staff, school board members, and other components in the local community of the progress of the co-curricular and extracurricular speech programs.

**5.4 Teachers of speech will promote the inclusion of speech programs in the curriculum, including:**

5.4.1 Demonstrating research or educational reviews that support the benefits of inclusion of speech activities in the educational classroom (e.g., classroom debate practices, role playing exercises, storytelling activities, critical thinking activities); and

5.4.2 Providing formal and informal assessment tools to encourage professional colleagues to implement speech activities in diverse classrooms.

5.5 Teachers of speech will establish guidelines for the administration of co-curricular and extracurricular speech programs, including:

5.5.1 Implementing provisions for adequate financial support for a program with support for registration fees, food and lodging costs, transportation, and materials and supplies;

5.5.2 Ensuring that appropriate liability and insurance requirements are in effect and that appropriate notification procedures exist to provide protection for the personnel and participants in a co-curricular or extracurricular program; and

5.5.3 Providing written policies for the determination of participants in activities, including specification of the selection process, sanctions for noncompliance, and expectations for behavior and conduct that are inherent in a student commitment. All policies should be consistent with the procedures of the school district and receive a favorable review from the appropriate administrative personnel prior to implementation.